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ABSTRACT

The 4-H intern report organizes concepts and materials to aid the extension worker in his role as coordinator and trainer of 4-H volunteer staff. A 10-item task analysis of the extension worker--4-H and youth--as volunteer leader coordinator is presented. The importance of managing a volunteer staff is touched upon, and models for job descriptions are illustrated for the 4-H organizational leader and for the 4-H project leader. A volunteer agreement form is included, which can be useful from both the extension agency and volunteer viewpoints. A form for a volunteer personnel inventory itemizes pertinent personnel information. An annotated bibliography of resources provides the extension worker with materials for assistance in training and supporting volunteers. Appended materials expand upon the manager role by providing check lists, a coding system for resources, role-task identification for volunteers, and background information for planning. (AG)

ED105103

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MANAGING 4-H VOLUNTEER STAFF

A 4-H INTERN REPORT

By

Hope M. Martin
Extension Agent-Home Economics
St. Mary's County, Maryland

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Advisor:

Dr. V. Milton Boyce
Program Leader, 4-H - Youth
Extension Service, U.S.D.A.

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CONCEPT:

AN EXTENSION WORKER - 4-H & YOUTH - HAS AS HIS PRIMARY ROLE THAT OF COORDINATOR AND TRAINER OF VOLUNTEER STAFF

Extension 4-H and Youth has had volunteer leaders staff since the programs beginning. The usual source for recruitment has been the parents of 4-H members. The parents assumed leadership as their children reach 4-H age. Until now this source has proved adequate.

With the introduction of 4-H programs into urban areas and of new projects requiring special expertise a new image of the 4-H volunteer leader is developing. Volunteer leaders need to be recognized as an extension of the paid professional staff of the Cooperative Extension Service and the Extension workers 4-H & Youth recognized as a coordinator and trainer of volunteer staff.

TASK ANALYSIS OF
THE EXTENSION WORKER 4-H & YOUTH AS
VOLUNTEER LEADER COORDINATOR

Tasks:

1. Work with Council to plan recruitment program.
2. Determine where 4-H volunteer leaders are needed.
3. Write job descriptions for each volunteer leader role.
4. Seek new sources for volunteer leader recruitment.
5. Prepare or obtain 4-H literature describing volunteer tasks.
6. Interview, select and place qualified applicants.
7. Plan and implement volunteer training programs.
8. Keep records of volunteer leader service.
9. Keep volunteers motivated and enthusiastic.
10. Recognize volunteer leader's accomplishments.

Adapted from Pell, Arthur, "Recruiting, Training, & Motivating Volunteer Workers"
Pilot Books, New York 1972

MANAGING VOLUNTEER STAFF

Today agencies and organizations are in competition in the recruitment of volunteers to serve as an extension of their paid professional staff. Volunteers are being sought to serve in executive planning and decision making roles and in the implementation agency programs. The effectiveness with which an agency uses its volunteers is dependent on how well the agency has prepared itself to include the volunteer as part of its staff. Basic to this success is the training of those responsible for the volunteers of the agency and the establishment of a system of management.

As an agency is organized it identifies the paid professional staff and support necessary for the operation of the agency. One major constraint as to size of staff is budgetary. With a volunteer (unpaid) staff the major constraint lies in the ability of the agency to recruit and keep the volunteer. Inherent in this success is a system of management which includes:

1. Establishing the volunteer as a recognized staff member.
2. Identifying tasks which the volunteer can perform.
3. Preparing a job description for each role.
4. Determining training needs.
5. Identifying resources for implementation of training.
6. Evaluation.

MODEL: MANAGEMENT OF VOLUNTEER STAFF

Volunteer Classification

The job description, clearly defined, accords the volunteer a more visable place on the agency staff. Each agency needed to identify its own volunteer staff roles and to prepare its own job descriptions. Cooperative Extension 4-H & Youth has been involving volunteer leaders in its program since its beginning. 4-H job descriptions (figure 1) show how tasks are identified. The analysis of the job description includes:

1. Job Title
2. Tasks[1] Assigned
3. Skill Level Required
4. Training Recommendations
5. Resources for Teaching

[1] Task as used in this paper is defined as a single activity which is performed by the volunteer.

Figure 1
Task Analysis

4-H Organizational Leader

Serves as liaison between Extension Service and Club membership

Counsels club members to help them to:

.. Recruit membership
.. Conduct 4-H club meetings (Officer Training)
.. Plan club program to include:

- Project selection
- Community Service
- Cultural Development
- Participation in county, regional, and state activities and events

.. Works with project leaders and parents

- Recruits assistance of project leaders
- Coordinate work of project leader and junior leaders
- Assist in involving parents in projects of 4-H members
- Assist members in project selection
- Promote and strengthen 4-H program in community
- Encourage project leaders participation in Extension Training programs

4-H Project Leader

Works with club members in relation to a specific project

Work with the Organizational Leader, Community and Parents to:

.. Inform youth of learning opportunities related to specific project

- Enrolls youth in projects
- Recognizes project completion
- Provides opportunity for club member to participate in county, regional and state activities related to project.

.. Provides learning experiences for youth enrolled by:

- Securing project resources from Extension Office
- Visiting home to see projects
- Conducts workshops and project meetings
- Assists with record books
- Informs about awards available
- Counsels and encourages

MODEL FOR JOB DESCRIPTION

Model — A 5x8 file card - color coded[1]

(Front of file card)

VOLUNTEER CLASSIFICATION

Job Title: Ex.: Organizational Leader

Tasks	Skill Level	Training Recommended	Time Required
Example: Training 4-H Club Officers (see Fig. 1)	Understands Parliamentary Procedure	Workshop on Parliamentary Procedure[2]	1 day - within 1st two months of assignment

Back of File Card

RESOURCES

For Trainer	Volunteer Leader Use	Member
Film: F1003[3] P 8001 - RF6003	S 2001 P 8001	P 8001

[1]A 5 x 8 card system is recommended. Cards could be color coded. I.E. Yellow - Job Descriptions; White - Agreements, etc.

[2]Training needs should be decided in an agency-volunteer leader conference and tailored to the skill level of the individual volunteer. See Appendix A "Check Lists for Leader Training Needs".

[3]A coding system referring to materials in an office file for ease of recording resources is recommended. See Appendix A for Coding System.

II. Model for Agreement

As a volunteer is recruited his first interest is in what kind of job he will be doing and what the benefits of his time and help will be. A discussion of what will be expected of the volunteer should be included in the first interview and when volunteer agrees to work for the agency, a written agreement can provide a sense of security for both the volunteer and the agency and can be useful in evaluation of performance of both (see figure 2).

Model Agreement — 5 x 8 Card

VOLUNTEER - AGENCY AGREEMENT

I _____ volunteer to serve as _____ (Job Assignment) _____ for the _____ (agency)

As a volunteer I agree to do the following:	The _____ (agency) agrees to provide the following:
1. (see figure 2)	
2.	
3.	

Back of Card

Job Description: (Role)

Task Analysis:

1.	5.
2.	6.
3.	7.
4.	8.

Figure 2

SAMPLE — FILE CARD 5 X 8 COLOR CODED

VOLUNTEER AGREEMENT

I Jan Smith have volunteered to serve as Organizational Leader 4-H

(Geographic) Area: Any Town, USA Date _____

As A Volunteer I agree to:

1. Meet club twice monthly and at other times as needed
2. Become familiar with agency philosophy and policies
3. Make reports promptly
4. Perform tasks of my job description (see back of card)
5. Attend relevent training sessions
6. Participate in consultation to evaluate performance & program

Signed _____

Date _____

The _____ agency agrees to:

1. Provide a coordinator of volunteers
2. Furnish a written job description
3. Provide training opportunities
4. Provide resources, relevant to assignment: books, pamphlets, films, etc.
5. Provide supervision
6. Hold consultation with volunteer to evaluate program & performance
7. Provide opportunity for promotion where feasible

Signed _____
Extension Worker 4-H & Youth

Date _____

(This agreement will be reviewed yearly)

(Back of Card)

Job Description: Role - Organizational Leader

Tasks: With Club Members

Assist Club member to:
- Recruit Membership
- Train Club Officers

Assist in planning & carrying out meetings.

Assist in planning club program to include project selection, community services, cultural tours.

Encourage participation of club members in county, regional and state activities & events.

Tasks: With Adult & Junior Leader & Parents

Recruit Assistance of others for project leadership.

Coordinate work of project leaders and Junior Leaders.

Assist members with project selection.

Promote and strengthen 4-H program in Community.

Encourage participation in Extension Service training programs.

The Organizational Leader serves as a liaison between the County Extension Service and the Club Leaders and members.

III. Model for Volunteer Personnel Inventory

The volunteer performs for satisfaction received, for self-actualization. The supervisor needs to know each volunteer - his strength, weakness, so that the level of tasks assigned will bring satisfaction and a desire to continue with the agency.

Volunteer personnel inventory records assignment, personnel data, special skills and serves as a record of training received, performance, recognition received.

Model: Volunteer Inventory — 5 X 8 FILE CARD COLOR CODED

(front of card)

VOLUNTEER INVENTORY

Name _____ Date Volunteered _____

Address _____ Phone _____ Roles Assigned: 1. _____

Marital Status: M S W D
No. of Children _____ Ages _____

Date of Birth _____
Jr. Leader: Date of Birth _____

Occupation: _____
Occupation of Spouse _____
Education: 1 2 3 4 5 6 7 8 9 10 11 12
College - 1 2 3 4
College Plus 1 2 3 4
Degree _____
Have Auto Liability Coverage: Yes No
Special Skills:

2. _____
3. _____
4. _____

Served as Trainer: _____
1. _____
2. _____
3. _____
4. _____

Back of Card

Training Received:

Date	Type	Duration	Instructor	Resources Provided	
Example:				Prof.	Volunteer
10/1/73	Orientation	1 Evening	Agency Supervisor	F 1010 P 1032	P 1038

Recognition Given:

Date	What	Where	By Whom

Commentary: Example: Handles emergencies well, can work with groups, contributes in group setting, could serve as board member.

Promotions:

IV. Resources

Agency personnel responsible for the training and supervision of the volunteer needs have on hand or be knowledgeable of a source of obtaining materials necessary for the training and support of the volunteer. Books, pamphlets, film strips, etc., can be placed in an office file. Film and video tapes which are more costly can be made available in a regional location.

An annotated bibliography of some of these resources follows:

TEXTS VOLUNTEER

Recruiting, Training & Motivating Volunteer Workers, Arthur R. Pell
Pilot Books, New York 1972

Order from: Pilot Industries, Inc.
347 Fifth Ave.
New York, N.Y. 10016
Price: $2.50

The intent of the author is to give quick insight into volunteer management. Good information in usable form.

Training the Trainer, Veri & Haar, Extension Division
University of Missouri
St. Louis, Mo. 1971

Availability: Extension Division
University of Missouri
8001 Natural Bridge Rd.
St. Louis, Mo. 63121

Cost: $2.50

Written especially for trainers of trainers. Best used as a supplement to training workshop where content may be discussed. Covers theories, ideas and suggestions.

The Volunteer Community, Schindler-Rainman, Lippett
Center for a Voluntary Society, Washington, D.C.1971

Availability: Center for a Voluntary Society
1507 M St., N.W.
Washington, D.C. 20005

Cost: $3.95

Summarizes social trends, analyzes needs and opportunities of volunteers, explores motivation, analyzes programs, needs for training trainers and focuses on the future.

Volunteers Today, Harriet N. Naylor
Dryden Press, Dryden, N.Y. Revised 1973

Available: National Center for Voluntary Action
1625 Massachusetts Ave.
Washington, D.C.

Cost: $ 3.95

Text directed toward those using volunteers in their agencies. Gives greater consideration to volunteers for their increased effectiveness and their satisfaction from service rendered.

(Text Continued)

Volunteer Training and Development, Stenzel & Feeney
The Seabury Press, New York, N.Y. 1968

Availability: The Seabury Press, New York, N.Y.
Cost: $4.95

Content aims to offer readers a working manual for those engaged in training and development of volunteers.

PAMPHLETS

Agency Administration Score Sheet, Dallas Voluntary Action Center, Dallas, Texas

A 50 point score sheet to check your agency's adequacy in use of volunteer staff.

How to Work with Volunteers, HWC of National Capital Area
Washington, D.C. 1962

Availability: Health & Welfare Council of National Capital Area, Washington, D.C. 20024
Cost: $1.00

A demonstration training course for agency staff members. A proceedings report contains informative reports of speakers at six sessions held.

Let's Measure Up: A Set of Criteria for Evaluating a Volunteer Program, Center for Continuing Education, Northeastern University, Boston, Mass. 1971

Availability: The Center for Continuing Education
Northeastern University
360 Huntington Ave.
Boston, Mass. 02115
Cost: N/C

Check list type format. Covers acceptance by staff, recruitment interview and placement, orientation and training supervision, re-assignment assimilation, recognition. Includes Appendix: Volunteers, how do you use them

Planning for Volunteers in Your Agency's Program, HWC Publication #14, 1963

Availability: Health & Welfare Council of National Capital Area
95 M St., S.W.
Washington, D.C. 20024
Cost: 75¢

Handbook for structuring your agency's volunteer program. Good for introducing volunteer program to agency staff.

(Pamphlets continued)

The Professional Volunteer - What you Need to Know, WMCA Publication 1972

Availability: WMCA: Call for Action
888 Seventh Ave.
New York, N.Y.

Cost: $1.00

The volunteer professional is defined as one trained for specific professional job - doctor, lawyer, teacher - who volunteer their time to assist in a community project. This pahmplet is a guide to inclusion of this professional in the program of an agency.

MANUAL

Guidelines for the Volunteer Coordinator, prepared under the direction of Betty H. Wiser, Director with Emerson H. Snipes, Program Asst.

Order from: Dept. of Sociology & Anthropology
The Urban Affairs Community Service Center
North Carolina State University
Box 5428
Raleigh, North Carolina 27607

Operational Manual for Volunteer Talent Pool, Burgeon, Winter & Goezler, 1973

Order from: Sarasota Volunteer Talent Pool & Training Center
655 Tamiami Trail
Sarasota, Florida 33577

Cost: $2.00

A complete manual for developing a community volunteer center. Sample forms included

Your Volunteer Program, Des Moines Area Community College Ankeny, Iowa 1970

Availability: EPDA Volunteer Coordinators Program
Des Moines Area Community College
2006 Ankeny Blvd.
Ankeny, Iowa 50021

Cost: $2.50

A very complete handbook includes volunteer history & philosophy. Discusses boards, functions, recruitment, interview, placement, orientation, retention, record keeping, budgets and financing, and evaluation.

(Manuals continued)

Volunteer Coordinator Guide, prepared by the University of Oregon Center of Leisure Study and Community Service 1969

Order from: University of Oregon
Dept. of Recreation & Park Management
Center of Leisure Study & Community Service
1587 Agate St.
Eugene, Oregon 17403

Cost: $2.00

A well thought-out guide for coordinators. Includes sample records and forms.

Volunteer Recognition, Manual - National Center for Voluntary Action 1973

Order from: National Center for Voluntary Action Clearing House
1625 Massachusetts Ave.
Washington, D.C. 20036

Cost: $1.00

Content: A broad discussion of volunteer recognition as "badly in need of overhaul expansion and redefinition". Suggestions for recognizing volunteers.

LEADERSHIP

TEXT

Leadership & Dynamic Group Action, Beal, Bohlen, and Randabaugh Iowa State University Press, Ames, Iowa 1967

Order from: The Iowa State University Press
Ames, Iowa

Cost: $4.95

The book develops the logic of individual behavior in group setting. A complete aid to effective group leadership.

PAMPHLET

Focus: Team Building, Joint Publication - Center for A Voluntary Society, Heines, Carol, Margolis, Jan Margoles, Fredic H. National Council of Catholic Laity 1971

Availability: Center for a Voluntary Society
1507 M St., N.W.
Washington, D.C. 20005

Cost: $3.00

A training for working together effectively. Innovative approach which assists participants in 1) learning methodology for setting goals; 2) understanding dynamics of how groups works. Helps in determining actual goals and action strategies.

(Pamphlets continued)

Guidelines for Leaders, University of Maryland, Einar Ryden
Dept. of Extension Education, College Park, 1970

Availability: Dr. Einar R. Ryden
Dept. of Extension Education
Symons Hall, University of Maryland
College Park, Md. 20742

Cost: $ 2.50

Content: Criteria for learning experience. Teaching learning process, criteria for continuing evaluation. Suggested procedures for conducting and evaluating workshops. Planning a meeting: check list.

How to Change Things with as Little Pain as Possible, Jan Margolis
Center for a Voluntary Society

Availability: Center for a Voluntary Society
1507 M St., N.W.
Washington, D.C. 20005

Cost: $3.00

A guide for group involvement in analysis of goal setting, action planning, action taking, evaluating. Innovative approach.

Kellogg 4-H Intern Report, Phyllis Stout, Program Leader, Youth Development, 4-H, New York

Availability: Dr. V. Milton Boyce
Program Leader, 4-H-Youth ES USDA
Washington, D.C. 20250

Mrs. Stout's report includes: Leader Development Model; Leader Role Model; Grids for Recording Task Role Teaching Resources; Annotated list of kits, films, slides, slide tapes, filmstrips, and publications for leader training.

BOOKLETS

Youth Leadership and Group Effectivness, Monograph, Leadership Resources, Inc. 1963

Availability: Leadership Resources, Inc.
1750 Pennsylvania Ave., N.W.
Washington, D.C. 20006

Cost: $1.25

This monograph had the imput of 4-H Extension staff in its development and is especially useful to leaders of youth groups. Discusses the effective group, leadership behavior.

(Booklets continued)

Youth Takes the Lead, Science Research Assoc., Inc. 1969

Order from: Urban Research Corporation
5464 South Shore Dr.
Chicago, Illinois 60615

Cost: $1.95

Youth awareness is creating a demand for them to become involved in social action. Youth Takes the Lead provides a set of guidelines for teenagers who take part in community affairs.

Leadership Development, an Iowa University Self-study Course, Ames, Iowa 1969 2 volumes - Parts A & B

Availability: Extension Sociologist
204 East Hall
Iowa State University
Ames, Iowa 50010

Cost: $2.50

Contents: Programmed learning (self study)

Part A: 1) Understanding Ourselves & Others; 2) What is Leadership; 3) Internal Group Dynamics

Part B: 4) Communications Process; 5) Group Techniques 1; and Group Techniques 2

Looking into Leadership, The Executive Library - Leadership Resources, Inc., Washington, D.C.

Availability: Leadership Resources, Inc.
1750 Pennsylvania Ave., N.W.
Washington, D.C. 20006

Costs: Individual Title - $1.25 each
Bound Library - $13.50

Titles:
1. Styles of Leadership
2. Authority & Responsibility
3. Individual Motivation
4. Improving Performance through Job Design
5. Decision Making
6. Group Effectiveness
7. The Consultion Process
8. Planning for Change
9. The Use of Time
10. Personnel Communication
11. The Art of Listening
12. The Learning Climate
13. Appraisal of Personnel
14. Self Development

APPENDIX A

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Check List for 4-H Project Leader Training Needs 17

Coding System for Resources 18

Role-Task Identification for 4-H Volunteers 19

Source: Mrs. Louise Kilpatrick
Md. State 4-H Program Leader)

*CHECK LIST
4-H ORGANIZATION LEADERS TRAINING NEEDS

To be checked by Volunteer Leader	Yes	Partially	No	Need More Help
I UNDERSTAND:				
1. The three parts of a 4-H Club meeting.				
2. The importance of the program being based on the needs & interests of the members.				
3. How to work with officers & members to develop the yearly club program.				
4. How to work with officers & program participants prior to each meeting.				
5. My role at the club meeting.				
6. How to involve every member at meeting.				
7. How to identify & utilize resource people in the club program.				
8. How parents & other adults can help.				
9. My responsibilities in relation to securing Project Leaders & other adults to help with the club.				
10. How to determine which 4-H projects are available to the members of club.				
11. How to help members select their projects.				
12. How to work with Project Leaders.				
13. How to recognize each child as soon as he completes a project or major task.				
14. What certificates, ribbons, etc., are available for presentation at local club meetings or community achievement events.				
15. How to work with the club officers, other adults & members in planning & conducting community 4-H achievement events.				
16. How to work with members in selecting & carrying out a community service project.				
17. What program aids such as films, are available from Ext. Office & procedure for requesting their use.				
18. How each Ext. Agent can help & how to request such assistance.				
19. What publications are available & how to order them.				
20. How members & club can participate in events.				

*The agent and new leader will check this together in order to determine training leader will need. Each agreement would be tailored to fit needs of individual volunteer

CHECK LIST
PROJECT LEADERS TRAINING NEEDS

(To be completed by volunteer leader)	Yes	Partially	No	Need Help
I UNDERSTAND:				
1. Subject matter related to this project.				
2. What printed materials are available and how to obtain them.				
3. How Extension can help and how to request it.				
4. What teaching aids (filmstrips, equipment, bulletins) are available and how to request them.				
5. How to plan a workshop series related to the project.				
6. How to help members with judging.				
7. How to help members with demonstrations.				
8. What county and district events are related to project and how to participate.				
9. What awards are available.				
10. How to fill out a record book.				

CODING SYSTEM FOR RESOURCES

Code:

F	0001	film
FS	1001	filmstrip
S	2001	slides
K	3001	teaching kit
B	4001	bulletins
L	5001	leaflets
P	6001	pamphlets
DG	7001	discussion guide
RP	8001	resource person

This check list will serve to determine training needs in each volunteer role.

ROLE OF VOLUNTEER

FUNCTIONAL TASK	Organizational	Area (Service)	Junior Leader	Project Leader	Vol. Board	Sponsors	Community	Business Community	Civic Organization
Training Leaders	X	X		X					
Recruit Leaders	X	X	X	X	X				
Recruiting Youth	X	X	X	X			X		
Recruiting Junior Leaders	X	X	X	X			X		
Organizing Clubs	X	X	X	X					
Training Officers - Committees	X	X	X						
Assist Program Planning	X	X	X						
Assist Program Implementation	X		X						
Assist Planning Activities	X		X	X					
Assist Project Selection	X		X	X					
Teach Project Content			X	X					
Assist Project Record Books			X	X					
Secure Project Materials				X					
Train Project Leaders				X					
Solicit Parent Support	X	X	X	X	X		X		
Solicit Community Support	X	X	X	X	X	X	X		
Secure Donors	X	X	X		X		X	X	X
Secure or Provide Financial Support	X	X	X		X	X	X	X	X
Liaison with Extension Service	X	X		X	X				
Participation in County Events	X	X	X	X	X	X	X		X
Provide Transportation	X	X		X	X	X	X		X
Secure Meeting Places	X	X	X	X					
Evaluate	X	X	X	X	X	X	X	X	X
Sponsor Activities						X	X	X	X
Publicity	X	X	X	X	X	X	X	X	X

APPENDIX B

BACKGROUND INFORMATION FOR PLANNING

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Expression of Concerns:	
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Volunteerism[1] - Summary of a National Survey

Nearly half the volunteer workers are between 24 and 44 years of age.

Most volunteers aged 25 to 44 are women. Almost two-thirds of the total women volunteers were not in the labor force at the time of the survey.

The bulk of volunteers was married.

Wives had significantly higher rates of volunteering than husbands.

The rate of volunteer activity is nearly twice as high among white-collar workers as it was among the rest of the labor force.

The more schooling a person has and, since income and occupation are highly correlated with education, the higher the income and the better the job (in terms of white-collar versus blue-collar services, or farmwork) the more likely a person is to engage in some volunteer service.

The BLS survey showed a volunteer participation rate of 9 percent for Negroes.

Most volunteers of this age group worked in education and other youth activities.

The most popular forms of volunteer activity are in education, social or welfare service or services to youth. Women are much more likely than men to change the kind of volunteering they do according to the stage of life cycle they are in; much seems to depend on number of children and their ages.

Volunteer work, in general, can be divided into three types: executive and policy-making, administrative, and direct service.

In a typical week, volunteers average 5.6 hours in one or more activities according to the BLS survey. A third of all volunteers worked nearly every week or every 2 weeks.

Nearly half the volunteers reported that they spent less than 25 hours a year in volunteer work. A third of the volunteers worked 25 to 99 hours, or the equivalent of an hour every 2 weeks to 2 hours a week.

While a majority (53 percent) of the regular and frequent volunteer worker put in 100 hours or more during the year, some apparently worked on an average of less than 1 hour each time.

Reasons for Volunteering:

1. Sense of duty - saw that the work had to be done, felt an obligation or duty to do it; believed in the work of the organization for which they are doing the work; and did the work because of membership in a particular organization.

2. Help people - wanted to help people, an organization or community.

3. Enjoy doing volunteer work - enjoy helping people, like or have interest in the organization, gain self-satisfaction, love to be of service to people or an organization.

[1]Source, Americans Volunteer, U.S. Dept. Labor Manpower Administration

(Reasons continued)

4. Asked to do volunteer work - by a friend, relative or other person.

5. All other - including reasons such as desire to gain experience, help friends and relatives doing volunteer work, and help alleviate effects of tornado, flood, or other natural disaster.

Some business or professional men and women may be active in local fraternal or civil organizations because of potentialities for financial improvement through personal relationships; others may perform volunteer work to achieve prestige or to improve their status in the community.

The agencies are learning that it takes longer to recruit volunteers from the disadvantaged areas.

Most agencies accept high turnover as one of the "costs of doing business" and rely on training to keep an effective program going.

The ratio of staff to volunteers seems to run about 1 to 175-200.

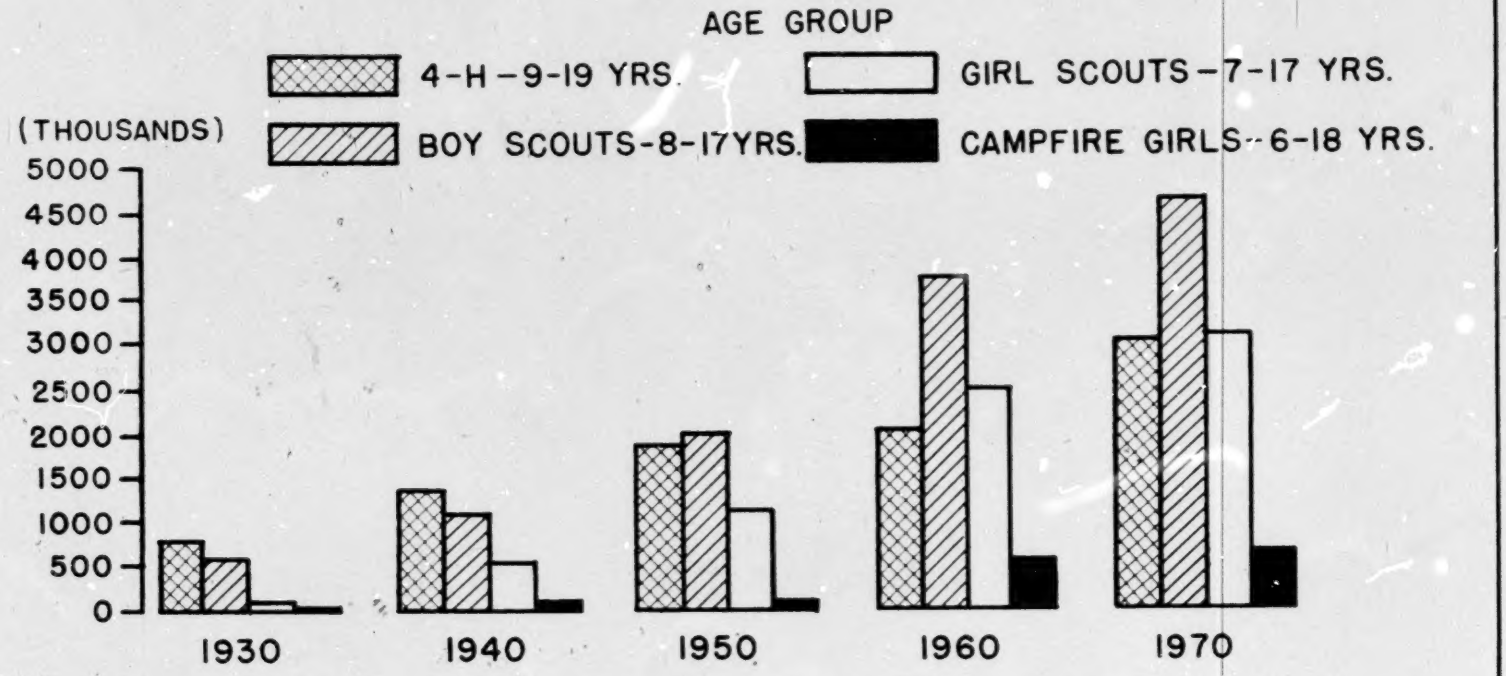
Peace Corp and Vista incorporated a new concept - that of the "paid volunteer" - in the traditional pattern of volunteering. This concept has been expanded in other Federal and voluntary agencies to make it possible for persons with low incomes to do work they could not otherwise afford to do and for the agencies to serve more clients at smaller cost.

It is predicted that a more affluent and better educated society is going to be disposed toward volunteer work even more than today's citizenry.

While on the one hand, increased leisure makes possible volunteer work, it has been found that those who have fewer responsibilities (the older and the younger) are less likely to volunteer. Those in the middle age groups seem to have the strongest motivation. Professional workers and managers work longer hours than clerical or blue-collar workers; yet they also volunteer more. The BLS survey showed that volunteer rates for persons employed during the survey week were not necessarily dictated by the number of hours worked on their regular jobs. Men who worked 40 hours or more had a volunteer rate of 6.5 percent, nearly twice that for men who worked fewer hours. Among women however, a greater proportion of those who usually worked part time than those who worked 40 hours or more were volunteer workers.

Considering the long-term trend toward increasing labor force participation of women, particularly mature women, and the increasing job opportunities in social welfare and other service-type activities, many women may choose employment over volunteering.

MEMBERSHIP IN YOUTH SERVICE ORGANIZATION:
U.S., 1930 – 1970



SOURCE: CAMPFIRE GIRLS, INC. NEW YORK, N.Y.

THE ADMINISTRATIVE VOLUNTEER

Concerns:*

Agencies are faced with the constrant challenge of securing manpower for administrative volunteer positions within the agency.

Skilled persons with clout seem illusive.

Skilled persons are often very busy in many areas of community life.

People are moving more frequently today (by changing place of residence and occupation).

Positions on councils need to be changed to meet the time and interests of today's volunteers.

- kinds of jobs
- duration of job
- relationship to others in the council
- number of meetings - hours involved

Volunteers are demanding clearly defined jobs.

Agencies are wrestling with the dilemma of grouping volunteers such as policy-making group with the task-oriented/delivery group.

Grass roots are demanding to be a part of agency decision-making (geographic, minority, constituency, community representation, etc.).

Needs of agencies are changing - thus volunteers with different skills and backgrounds are needed.

Skilled persons who speak for and give leadership to special groups. (such as the poor, minority groups, etc.) seem difficult to identify, recruit and support.

*Concerns as listed on pages 24 - 28 identified at the 1971 Quadrangle Conference Camp Fire Girls, Inc.

Concerns:

There are many more opportunities for volunteering than in the past.

Women are going back to school in greater numbers.

More women are working more hours.

Volunteering for youth agencies is not in "vogue".

Recruiting leaders requires new sources of volunteers and different techniques.

Volunteers' tenure is decreasing as the mobility rate is increasing and as the diversity of volunteer opportunities is heightening.

Agencies are facing the challenge of finding and supporting leadership within the low income communities.

It is becoming increasingly important to recruit leadership with care and selectivity.

Agencies are examining the recruitment techniques in light of the first impact which is made on the prospective leader and the effect it has on her whole attitude about leadership, the program and its values.

Youth agencies are finding that they must reach outside of the parent group for leadership, using a variety of techniques and new sources of prospects.

Agencies are facing the challenge of finding, interesting and keeping leadership from the high-income communities.

Agencies are finding that leadership of special groups requires specialized personnel with special techniques and materials.

Agencies are not utilizing the skills and time of the retirement community.

Greater mobility requires increased support for groups with changing leaders, retiring leaders, new leaders, members who transfer, members who do not transfer, etc.

VOLUNTEER DEVELOPMENT

Concerns:

Attendance at traditional training courses does not result in increased tenure or improved quality of group program.

Volunteers seem to want to design their own learning experiences.

Volunteers are not interested in the extended courses involving sixteen hours over four weeks.

People have limited time to give.

Volunteers have a great variety of backgrounds and skills.

Volunteers want to learn while tackling their job - their needs seem to be task oriented.

Agencies seem to be facing the constant challenge of bringing new persons on board while continuing to support seasoned members of boards and committees.

Agencies are voicing concern about designing learning experiences for leaders to help them become comfortable with the new directions in programs.

Agencies are challenged by the need to design development programs which will help leaders deal with the needs of today's youth.

Training committees are asking how they can reach those who choose not to attend training sessions.

Diagnosing attendance trends, leader needs and desires related to training required in-depth analysis.

STAFF-VOLUNTEER RELATIONSHIPS

Concerns:

The role of a staff member and relationship to volunteer.

Volunteer expectations of the professional staff.

Deployment of staff to accomplish the greatest impact within the budget limitations.

Seeking of ways to improve the team efforts of volunteers and staff.

Finding staff who are willing to work overtime, evenings and weekends.

Utilization of persons who do not have college degrees who have much to contribute.

Complexities of communities requiring new and different kinds of positions, titles, and job descriptions for paid staff.

Today's life styles producing volunteers who are able to function for only a short duration and on an irregular basis.

Highly skilled volunteers demanding more of staff members.

Tenure of paid staff in any one position decreasing.

AGENCY
EXTENSION/GROWTH/MAINTENANCE

Concerns:

Agencies are struggling with means to organize for real growth.

Agencies are concerned about serving a large decentralized membership with the same personalized service as a small centralized membership.

Survival seems to demand growth and movement into all areas of the community.

It is more economical and also a sound program principle to have larger groups.

One group organization technique will not work in all communities and neighborhoods.

Growth will involve more funds and staff.

Existing staff is not always able to move out into new communities/ neighborhoods.

Program opportunities are greatly enhanced when membership is composed of peoples from many minority groups and the full range of economic levels.

Different communities/neighborhoods have different needs and priorities.

Agencies are concerned about how to branch out into other than the traditional group programs so as to serve the needs of communities.

Participation is often lost not because of disinterest but because of loss of leadership, lack of transportation, lack of funds, lack of exciting program.